

# **Missouri Assessment Program Spring 2004**

## **Communication Arts**

### **Scoring Guide for Released Items**

#### **Grade 7**

<b>Session:</b>	1
<b>Item No.:</b>	13
<b>Page No:</b>	17
<b>Content Standard(s):</b>	3, 5
<b>Process Standard(s):</b>	2.4

**Item 13:**

How does the author's use of quotations from the students in "Swamp Safari" make the article more interesting? Use details and/or examples from the article to support your explanation.

**Scoring guide**

- 2 points    Response includes a reasonable explanation of the role of the quotations using TWO details and/or examples from the article as support.
- 1 point    Response includes a reasonable explanation of the role of the quotations using ONE detail or example from the article as support.
- 0 points    Other

**Examples of top score-point responses**

The quotations in the story (*any two of the following*)

- show personal experiences with the animals (fish)
- tell the effect the environment/lack of technology has on people
- compare the bubbling water to cola
- make the story more personal/ easier to relate to/ easier to understand students' points of view (first-hand accounts)
- show students learning the truth about the swamp — "not muddy and smelly"
- other reasonable text-based response

**Session:** 1  
**Item No.:** 15  
**Page No:** 19  
**Content Standard(s):** 2, 5  
**Process Standard(s):** 3.7

**Item 15:**

Imagine your teacher has asked you to write a letter to your class in which you explain the main points of the article. Use details and/or examples from the article to support the ideas in your letter.

**Scoring guide****(Part A CA 3, 5; 1.6)**

2 points Response includes a complete and reasonable explanation of the main points.

1 point Response includes a partial explanation of the main points.

0 points Other

**(Part B CA 4; 2.1)**

1 point The letter contains THREE of the following elements

- heading (address and/or date)
- salutation/greeting
- indentation
- written from appropriate point of view
- closing
- signature

0 points Other

**Example of a top score-point response**

May 12, 2002

Dear Classmates,

I read this interesting article, "Swamp Safari," about 8 students from Ohio who went on a three-day trip to the Okefenokee swamp in Georgia. They saw alligators and birds called anhingas that look like snakes. There was no electricity. There were no tvs and no radios. They told stories and grew closer together. They slept on raised platforms.

Your friend,  
Chris

## Writing Prompt Session 2

### **4 Points**

The paper:

- Has an effective beginning, middle, and end.
- Uses paragraphing appropriately.
- Contains a strong controlling idea.
- Progresses in a logical order.
- Uses effective cohesive devices (such as transitions, repetition, pronouns, parallel structure) between and/or within paragraphs.
- Clearly addresses the topic and provides specific and relevant details/examples.
- Uses precise and vivid language.
- Contains sentences that are clear and varied in structure.
- Effectively uses writing techniques (such as imagery, humor, point of view, voice).
- Clearly shows an awareness of audience and purpose.
- Contains few errors in grammar/usage, punctuation, capitalization, and/or spelling.

### **3 Points**

The paper:

- Has a beginning, a middle, and an end.
- Uses paragraphing.
- Contains a controlling idea.
- Generally progresses in a logical order.
- May use cohesive devices.
- Addresses the topic and uses relevant details/examples.
- Uses language that is usually precise.
- Contains sentences that are clear and show some variety in structure.
- Uses writing techniques.
- Shows an awareness of audience and purpose.
- May contain errors in grammar/usage, punctuation, capitalization, and/or spelling that are not distracting to the reader.

**2 Points**

The paper:

- Has a beginning, a middle, and an end.
- Shows evidence of paragraphing.
- Contains some sense of direction, but may lack focus.
- May not progress in a logical order.
- At times seems awkward and lacks cohesion.
- Addresses the topic, but may contain some details that are not relevant.
- May use imprecise language.
- Contains sentences that are generally clear, but lack variety in structure.
- May use writing techniques.
- Shows some awareness of audience and purpose.
- Contains errors in grammar/usage, punctuation, capitalization, and/or spelling that may be distracting to the reader.

**1 Point**

The paper:

- May lack evidence of a beginning, a middle, and/or an end.
- May lack evidence of paragraphing.
- Is difficult to follow and lacks focus.
- Does not progress in a logical order and may digress to unrelated topics.
- Is awkward and lacks cohesion.
- May address the topic, but lacks details.
- Uses imprecise language.
- Contains sentences that are unclear and lack variety in structure.
- Does not use writing techniques.
- Shows little or no awareness of audience or purpose.
- Contains repeated errors in grammar/usage, punctuation, capitalization and/or spelling that are distracting to the reader.